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ABSTRACT

Based on the philosophy that language is central to learning, this booklet defines common curriculum goals for elementary and secondary schools that combine both general, essential learning skills and the common knowledge and skills that form a strong English language arts curriculum. The guide has two main sections: the receptive section focuses on those skills that allow students to receive and process information, including reading, listening, and literature; the expressive section focuses on those skills used in producing communication, including writing, speaking, and language. Each section lists the skills and learning outcomes for students who complete grades 3, 5, 8, and 11. The guide is intended to help in local curriculum planning and state assessment of student achievement. A reader evaluation form is appended. (JD)

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ENGLISH LANGUAGE ARTS

Common Curriculum Goals

Spring 1986

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State Superintendent
of Public Instruction

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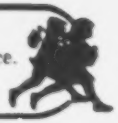

FOREWORD

In June 1984 the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state over the next decade. The Action Plan drew upon the insights of teachers, administrators, school board members and community and business leaders.

A central concept of the Action Plan is that while the state will determine WHAT must be taught in public schools, the schools will determine HOW it will be taught. This document is intended to provide the essential information which local districts need to merge state curriculum expectations with their own local determinations for English Language Arts.

All who have joined in the spirit of the Action Plan for Excellence have shared a commitment to high-quality performance. We are continuing to learn about how to provide children with the very best in public education, and we welcome your comments and questions. For further information about this guide, contact the Specialist for English Language Arts, 378-3817.

Verne A. Duncan
State Superintendent
of Public Instruction

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THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

> *The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required common curriculum goals for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.*
>
> *Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the common curriculum goals.*

Common Curriculum Goals

The first stage in defining the Common Curriculum Goals was to develop the Essential Learning Skills--the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. The second and present stage is to develop Common Knowledge and Skills in individual subject areas. Together with the Essential Learning Skills, they form the Common Curriculum Goals for all students.

A. Essential Learning Skills

The Essential Learning Skills are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

B. Common Knowledge and Skills

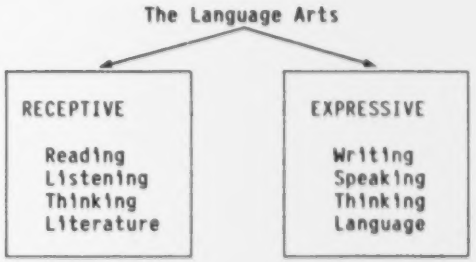
Looking beyond the Essential Learning Skills, this document defines more fully what are considered to be the essentials in a strong English Language Arts program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive English Language Arts curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

State Standards

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

Organization of This Document

The language arts contain both performance skills (i.e., how to read, write, speak and listen) and substance (knowing about literature and language). This document presents those skills and contents in an integrated curriculum, organizing them into two strands: a receptive strand for those skills which allow one to receive and process information, and an expressive strand for those skills used in producing communication. The diagram below illustrates this idea:



The receptive strand focuses on the skills of reading and listening and on the content of literature. And, in keeping with the concept of total integration, it also refers to writing, speaking, language study and career education. Similarly, the expressive strand focuses on writing, speaking and the study of language in relation to writing and speaking. It also refers to reading, listening, literature and career education. Interwoven throughout both strands are thinking skills and the appreciation of language both for enjoyment and for personal enhancement.

The outcome statements set forth on the following pages consist of: (a) Essential Learning Skills related to language arts and (b) those additional skills specific to language arts. As a whole, it represents the Common Curriculum Goals for English Language Arts--those English Language Arts skills which all Oregon school children must have in order to think, communicate and express themselves effectively. District English Language Arts programs will need to elaborate and extend the concepts identified here in designing a comprehensive English Language Arts curriculum to meet their particular needs.

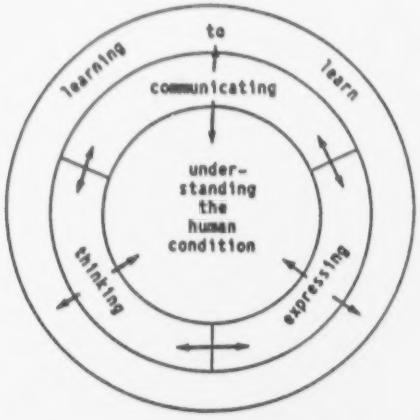
Grade-level expectations describe the learning outcomes expected of students by the end of grades 3, 5, 8 and 11. These expectations constitute the basis for local curriculum planning and state assessment of student achievement. Variation in the specificity of the statements is generally due to the differences in types of skills.

To make the best use of this guide, teachers should examine the skills at all four checkpoint grade levels to see how skills are progressively developed throughout the grades. This progres-

sion will assist in determining the prerequisite skills needed. When the same skill is repeated in later grade levels, it should be reinforced and developed with more sophistication in increasingly more difficult materials. Any blank area to the right of a listed skill in the grade-level column means that that particular skill should have been learned.

PHILOSOPHY/RATIONALE

The philosophy underlying this curriculum is founded on the principle that language is central to learning, the basic of the basics.



It is through the experience, appreciation and use of language that the vital purposes of creative expression, rational thinking, effective communication, learning how to learn and understanding the human condition are made possible. Therefore, this curriculum takes an integrated approach to the language arts, where students use language skills and knowledge in interrelated and increasingly complex ways. The figure below illustrates an integration of these purposes.

The separate language arts--speaking, listening, reading, writing, thinking, using media and the study of language and literature (NCTE, "Essentials of English," 1983)--are directed, individually and collectively, toward the common purposes of thinking, expressing, communicating, learning and understanding ourselves and others. Thus, a language arts curriculum must stress not only the attainment of these purposes by means of specific skills, but it must demonstrate the interrelatedness of the skills themselves. The measure of any language arts curriculum, including the particular classroom activities it gives rise to, should be whether these purposes are attained, rather than whether separate skills have been taught. "Putting the essentials of education into practice requires instructional programs based on this new sense of interdependence." (ASCD, "Essentials of Education," 1984)

The mastery of separate skills, although important, does not guarantee that students have learned to employ those skills to grow in creative expression, to think more deeply and rationally and to communicate more effectively. Reading, writing, speaking, listening and studying language and literature are activities that mutually reinforce each other in practice, so that student growth in language skills enhances the understanding of the wholeness of the language experience.

THE RECEPTIVE STRAND

The skills and substance learned in this strand help students receive and process information. Students learn how to read and listen, and they learn about literature. In keeping with the concept of total integration, there are references to the skills and knowledge related to writing, speaking, language study and career education. Interwoven throughout are thinking skills and the appreciation of language, both for enjoyment and for personal enhancement.

1.0 Students will use listening, reading and literature skills to understand and appreciate human experiences and to share cultural commonalities and differences.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
STUDENTS WILL BE ABLE TO:				
1.1 RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.1)*	a Use phonetic analysis skills			
	b Use context clues in a paragraph to infer correct word(s)	b Use context clues in a passage to infer correct word(s)	b Use context clues in a selection to infer correct word(s)	b Use context clues in a selection to infer correct word(s)
	c Distinguish compound and plural words	c Distinguish affixes, root words, contractions, possessives	c Distinguish affixes, root words, contractions, possessives	c Distinguish affixes, root words, contractions, possessives
	d Recognize common words at sight	d Recognize common words at sight	d Recognize common words at sight in content area materials	d Recognize common words at sight found in written materials
		e *Recognize common*** *abbreviations*	e *Recognize common abbreviations*	e *Recognize common abbreviations*
1.2 DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)	a Use adjacent words to infer meaning of unknown words	a Use context clues to infer meaning of unknown words	a Use context clues, punctuation and syntax to infer meaning of unknown words and concepts	a Use context clues, punctuation and syntax to infer meaning of unknown words and concepts
	b Use knowledge of each part of a compound word to determine meaning	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings	b Use knowledge of affixes and root words to determine word meanings
	c Use dictionaries and glossaries in grade-level curriculum materials	c Use context to determine correct dictionary definition of word	c Use dictionaries, glossaries and other reference materials to find word meanings	c Use dictionaries, glossaries and definitions in footnotes to find word meanings

*Learning outcomes drawn from the ODE Essential Learning Skills document are cross-referenced to that document by citing their original identifying number in parentheses.

**The Knowledge and Skills for Language Arts are in *italics* to distinguish them from the Essential Learning Skills.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.3 IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)	a Locate facts in grade-level materials	a Locate facts in grade-level selections	a Distinguish facts from opinions	a Distinguish facts from opinions
		b Recall facts and supporting evidence	b Recall both facts and opinions and related supporting details	b Recall both facts and opinions and related supporting details
			c Arrange facts and opinions in order of time and degree of importance	c Arrange details by degree of importance
	d Identify main idea in a paragraph	d Identify main idea in a *short* selection	d *Identify main idea in longer selections*	d *Identify main idea in longer selections*
	e Follow written directions and sequences when signal words are given in grade-level selections (e.g., first, then)	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given	e Follow directions or sequences of events when signal words are not given
1.4 USE INSTRUCTIONAL MATERIALS AS BASIS FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)	a Use table of contents to locate general and specific information	a Use table of contents and index to locate general and specific information	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed	a Use table of contents, index, summaries, charts, graphs and illustrations to locate information needed
		b Use supportive illustrations, detail and summations to obtain information	b Use organization of materials (summaries, headings and review questions) for preview and review	b Use organization of materials (summaries, headings and review questions) for preview and review
	c Use guide words in a dictionary or glossary to locate words	c Use diacritical markings or respellings to pronounce words	c Use diacritical markings or respellings to pronounce words	c Use diacritical markings or respellings to pronounce words
			d Use selectively a variety of visual materials to obtain needed information	d Use selectively and independently a variety of resources such as a thesaurus, an almanac and Bartlett's Quotations

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.5 COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)		a Relate new information to previous knowledge	a Relate new information to previous knowledge	a Relate new information to previous knowledge
	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Draw logical conclusions from information presented	b Synthesize information and draw conclusions
	c *Identify an implied main idea in a simple literary work*	c Identify literal and implied main ideas from information presented in grade-level selections *and literary works*	c Summarize literal and implied meanings of main and subordinate ideas from information presented in grade-level selections *and literary works*	c Compare and contrast literal and implied meanings of information from two or more sources
		d Infer direct cause and effect relationships	d Recognize direct and indirect cause and effect relationships	d Infer direct and indirect cause and effect relationships
		e Predict simple, possible future outcomes or actions	e Predict probable future outcomes or actions	e Defend conclusions from information given
		f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning	f Make inferences and draw conclusions based on perception of implied meaning
	g Interpret communication through body language, gestures, tone, inflection, volume	g Recognize subtleties in communication through body language, gestures, tone, inflection, volume	g Identify emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume	g Interpret subtleties of emotional and intellectual states of others as evidenced by body language, gestures, tone, inflection, volume
		h Recognize double meanings of words and phrases	h Recognize double meanings of words and phrases	h Recognize double meanings of words and phrases
1.6 DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)	a Distinguish among natural and created sounds	a Distinguish subtleties among sounds	a Identify, analyze and interpret sounds in nature and the environment	a Identify, analyze, interpret and appreciate sounds of nature, language, music and environment
	b Recognize sounds with messages (e.g., sirens)	b Recognize sounds with messages	b Recognize sounds with messages	b Use discrimination skills to enhance interpretation of natural and created sounds

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.7 *USE A VARIETY OF LISTENING SKILLS*	a *Identify verbal and non-verbal messages*	a *Identify congruence between verbal and non-verbal messages*	a *Identify specific non-verbal techniques in peer speakers*	a *Analyze and describe specific verbal and non-verbal techniques used by self and others*
	b *Demonstrate comprehensive, appreciative and empathetic listening*	b *Demonstrate comprehensive, critical, appreciative, empathetic and evaluative listening*	b *Demonstrate comprehensive, critical, appreciative, empathetic and evaluative listening*	b *Analyze and describe own and others' use of listening skills*
1.8 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)	a Separate real from imaginary	a Identify fiction and nonfiction	a Separate between relevant and irrelevant information used to draw conclusions	a Distinguish between logical and illogical conclusions
		b Identify emotional appeals used in communication	b Identify propaganda and other persuasion techniques	b Identify propaganda and other persuasion techniques
			c Identify biases and stereotypes	c Identify biases and stereotypes
		d *Use multiple primary sources to verify information*	d *Use multiple primary sources to verify information*	d *Use primary and secondary source materials to verify information*
			e *Recognize sources of persuasion*	e *Recognize sources of persuasion*
1.9 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)	a Recognize use of mass media techniques	a Recognize use of mass media techniques	a Recognize elements and identify influences of mass media upon self and society	a Evaluate roles of mass media in society
	b *Demonstrate appropriate audience skills for different media presentations*	b *Demonstrate appropriate audience skills for different media presentations*	b *Demonstrate appropriate audience skills for different media presentations*	b *Demonstrate appropriate audience skills for different media presentations*
			c Critically evaluate mass media influences	c Listen, read and view critically
			d Recognize persuasion techniques found in audio and visual communications	d Recognize elements and use of propaganda techniques found in audio and visual communications
				e Employ intellectual defenses against propaganda techniques

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.10 *DEMONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG SOURCES OF RECREATION AND LEARNING*	a *Choose a reading selection that encompasses own interests and independent reading level*	a *Choose selections at own reading level that encompass a variety of interests*	a *Choose selections that encompass a variety of interests*	a *Choose selections that encompass a variety of interests*
	b *Communicate orally and pictorially responses and reactions to selections of own choosing*	b *Justify preference for certain types of selections over others*	b *Justify preference for certain types of selections over others*	b *Share informal judgments concerning types of selections using examples from own reading*
		c *Identify reading selections related to potential career choices*	c *Identify reading selections related to potential career choices*	c *Identify reading selections related to potential career choices*
1.11 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES *ABOUT READING AND LITERATURE SELECTIONS* (ELS 6.2)	a Identify facts that support an explanation and a prediction	a Identify parts of an explanation and a prediction not supported by fact	a Interpret differences between two explanations	a Critically analyze explanation and interpretation to confirm or validate them
	b Identify factors that may influence a behavior or a result	b Predict what influence different factors will have on a behavior or result	b Develop a hypothesis from *information presented in a selection*	b Develop a hypothesis *using information from a variety of sources*
1.12 MAKE REASONED EVALUATIONS *ABOUT READING AND LITERATURE SELECTIONS* (ELS 6.4)	a Identify simple fallacies	a Identify common fallacies	a Explain reasons why fallacies might be included in statements	a Evaluate the effect of fallacies on the clarity of communications
	b Identify appropriate types of information that should be included in simple forms of communications	b Explain why certain types of information and style of communication are ineffective	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Assess the appropriateness of written communication in view of the intended audience and purpose of the communication
	c Evaluate whether a simple written presentation is consistent with known facts	c Determine a strategy for determining whether a statement is a fact	c Evaluate whether a conclusion is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.13 *DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE*	a *Describe several pieces of significant children's literature*	a *Describe several pieces of significant children's literature*	a *Analyze several pieces of literature written by American authors*	a *Analyze several pieces of literature written by American authors*
			b *Analyze several pieces of literature representing diverse cultures and time periods*	b *Analyze several pieces of literature representing diverse cultures and time periods*
	c *Compare to their own culture some general similarities and differences of another culture described in the reading*	c *Compare the setting and characters of a piece of literature to the student's immediate culture*	c *Compare the setting and characters from several cultures*	c *Synthesize information about a given culture described in several different literature selections*
	d *Identify simple literary forms such as poetry and short prose selections*	d *Identify various literary forms such as short stories, poetry and drama*	d *Identify various literary forms such as poetry, drama, biography and autobiography*	d *Identify various literary forms such as drama, poetry, essays, novels and short stories*
	e *Explain personal reactions and responses to reading selections*	e *Explain personal reactions and responses to literature and reading selections*	e *Justify personal reactions and responses to literature selections and relate to textual information*	e *Evaluate reasonableness of personal reactions and responses to literature in relation to textual information*
1.14 *DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE*	a *Identify simple characters, setting and plot*	a *Define and use terms such as plot, setting, character and tone*	a *Compare elements of fiction among literature selections*	a *Describe the elements of fiction and their function in a piece of literature*
	b *Identify simple analogies and similes*	b *Identify simple metaphors and personification*	b *Identify the roles of figurative language in literature*	b *Analyze effects of figurative language on the meaning and beauty of literature selection*
				c *Compare and contrast authors' styles*
1.15 CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.1)	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary	a Determine general purpose of assignment and ask clarification questions if necessary
	b Determine ideas and concepts addressed in the assignment	b Determine ideas, concepts and generalities addressed in the assignment	b Determine ideas, concepts, generalities, principles and issues addressed in the assignment	b Determine ideas, concepts, generalities, principles and issues addressed in the assignment

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.16 USE RESOURCES BEYOND THE CLASSROOM (ELS 7.2)	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials	a Locate, check-out and return books and other circulating media materials
	b Locate and use non-circulating reference materials	b Locate and use non-circulating reference materials *including electronic sources*	b Locate and use non-circulating reference materials *including electronic sources*	b Locate and use non-circulating reference materials *including electronic sources*
		c Use library classification system and services to locate specialized resources required to complete assignments	c Use library classification system and services to locate specialized resources required to complete assignments	c Use library classification system and services to locate specialized resources required to complete assignments
		d *Locate and use a variety of reference sources such as personal interviews and on-site visits*	d *Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information*	d *Locate and use different reference sources such as personal interviews and on-site visits for a variety of purposes including career information*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
1.17 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)	a Follow a study plan including: time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information
	b Accomplish learning task using appropriate study techniques (read and reread text, ask clarifying questions, seek help when needed, use memory devices)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)
	c Vary reading rate according to purpose for reading the selection	c Vary reading rate according to purpose for reading the selection	c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)
	d Keep study materials organized and accessible	d Keep study materials organized and accessible	d Keep study materials, log and related notes organized and accessible	d Keep study materials, log, related notes and filing system organized and accessible
	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time
	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques
			g *Identify how independent learning techniques assist in career planning*	g *Identify how independent learning techniques assist in continuing career development*

THE EXPRESSIVE STRAND

The skills and substance learned in this strand help students to produce communication. Students learn about writing, speaking, and the study of language in relation to writing and speaking. In keeping with the concept of total integration, there are references to reading, listening, literature and career education. Interwoven throughout are thinking skills and the appreciation of language both for enjoyment and for personal enhancement.

2.0 Students will use writing and speaking skills in a variety of modes of communication and self-expression.

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
THE STUDENT WILL BE ABLE TO:				
2.1 SPEAK *AND READ ORALLY* WITH STANDARD PRONUNCIATION, APPROPRIATE VOLUME, RATE, GESTURES AND INFLECTIONS (ELS 1.3)	a Produce correct basic speech sounds			
	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English	b Pronounce words according to acceptable Standard English
	c Control volume and rate of oral *readings and* presentations	c Control volume and rate of oral *readings and* presentations	c Use pitch, rate, tone and volume to enhance oral *readings and* presentations	c Use verbal and non-verbal communication skills effectively *in oral readings and* presentations
	d *Demonstrate appropriate oral presentation skills such as posture and correct use of language*	d *Demonstrate appropriate oral presentation skills such as poise, posture and correct use of language*	d *Demonstrate appropriate oral presentation skills such as poise, posture, correct use of language, gesture and intonation*	d *Demonstrate appropriate oral presentation skills such as poise, posture, correct use of language, gesture and intonation*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.2 USE ORAL COMMUNICATION TO GIVE *AND* RECEIVE INFORMATION, DIRECTIONS, *AND FOR ENJOYMENT* (ELS 2.3)	a Paraphrase oral *and written* messages	a Paraphrase oral *and written* messages	a Paraphrase oral *and written* messages	a Paraphrase oral *and written* messages
		b Give accurate oral directions	b Give accurate oral directions	b Give accurate oral directions
	c *Demonstrate appropriate verbal and non-verbal behaviors in rituals of communication such as greetings and telephone conversations*	c *Demonstrate appropriate verbal and non-verbal behaviors in rituals of communication such as greetings, telephone conversations, introductions and interruptions*	c *Demonstrate appropriate verbal and non-verbal behaviors including simulated job interview situation*	c *Demonstrate appropriate verbal and non-verbal behaviors including simulated job interview situation*
	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information	d Ask questions designed to clarify, gain assistance or locate information
	e Share ideas and information orally with others	e Share ideas and information orally with others	e Share ideas and information orally with others	e Share ideas and information orally with others
		f Provide accurate descriptive detail orally	f Provide accurate descriptive detail orally	f Develop accurate detail based on oral explanations by others
	g Repeat oral messages verbatim	g Repeat oral messages verbatim		
		h Take notes from oral presentations	h Take notes and write summaries based on oral presentations	h Take and make notes based on oral presentations
				i Prepare accurate, detailed summaries from oral presentations
	j Follow 2-3 step oral instructions	j Follow 3-step oral instructions	j Follow multi-step oral instructions	j Follow multi-step oral instructions
	k *Identify main idea in a short oral presentation*	k *Identify main idea in a short oral presentation*	k *Identify main idea in a long oral presentation*	k *Identify main idea in a long oral presentation*
			l *Interpret poetry and drama orally*	l *Interpret poetry and drama orally*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.3 *USE GROUP DISCUSSION SKILLS APPROPRIATELY*	a *Demonstrate group discussion skills such as questioning, contributing and taking turns* b *Explain the purposes of group discussion*	a *Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point* b *Explain the purposes of group discussion*	a *Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point* b *Model appropriate roles of participants and facilitators in group discussion* c *Evaluate the effectiveness of a group discussion*	a *Demonstrate group discussion skills such as questioning, contributing, taking turns, sharing ideas and clarifying a point* b *Model appropriate roles of participants and facilitators in group discussion* c *Evaluate the effectiveness of a group discussion*
2.4 USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWRITING) (ELS 5.1)	a Use personal experiences, knowledge and feelings as sources of writing b Use brainstorming, discussion and sharing to find and develop topics c Make lists of interesting words and ideas as sources for topics e Discuss and share thoughts and ideas	a Use personal experiences, knowledge and feelings as sources of writing b Use brainstorming, discussion and sharing to find and develop topics c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas	a Use personal experiences, knowledge and feelings as sources of writing b Use idea-generation techniques such as brainstorming and focused-object thinking c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas	a Use personal experiences, knowledge and feelings as sources of writing b Use idea-generation techniques such as brainstorming and focused-object thinking c Record ideas, observations, facts and questions for later use d Use personal reading and subject area content as sources of topics e Discuss and share thoughts and ideas

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.5 ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT *IN PLANNING WRITTEN AND ORAL PRESENTATIONS* (ELS 5.2)	a Classify words and topics	a Classify words and topics	a Classify words, topics and ideas	a Classify words, topics and ideas
	b Use detail and examples to develop topic	b Use evidence such as illustrations, examples, and verifiable sources to develop and support a topic	b Use evidence from verifiable sources to support own ideas and concepts	b Use evidence from verifiable sources to support own ideas and concepts
	c *Organize* ideas chronologically	c Select and organize details which support a topic	c Select and use details, examples, illustrations, evidence and logic to develop a topic	c Select and use details, examples, illustrations, evidence and logic to develop a topic
	d Sequence ideas and events	d Organize information using formats such as outlining, clustering and making maps and charts	d Organize information using formats such as outlining, clustering and making maps and charts	d Organize information using formats such as outlining, clustering and making maps and charts
				e Plan an oral presentation using a coherent sequence of thought, clarity of presentation and suitable vocabulary
2.6 SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL *AND WRITTEN* PRESENTATIONS (ELS 5.5)	a Select words which make the meaning clear	a Select words which make the meaning clear	a Use a variety of techniques and figurative expressions to convey meaning	a Employ verbal, symbolic, graphic and visual techniques to convey information
	b *Use* words and gestures which express ideas and concepts effectively	b *Use* words and gestures which express ideas and concepts effectively	b Use gestures and inflections to enhance oral presentations	b Use gestures and inflections to convey meaning
			c Design communication appropriate to topic, audience and desired outcome	c Design communication appropriate to topic, audience and desired outcome
	d *Demonstrate appropriate informal and formal English usage in oral and written presentations*	d *Demonstrate appropriate informal and formal English usage in oral and written presentations*	d *Identify and use different levels of formal and informal language in appropriate situations*	d *Evaluate the use of different levels of formal and informal language*
	e Plan and make oral and visual presentations	e Plan and make oral and visual presentations	e Plan and make oral and visual presentations	e Plan and make oral and visual presentations
			f Evaluate effects of communication and modify subsequent communication	f Evaluate effects of communication and modify subsequent communication

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.7 SELECT APPROPRIATE FORM OF WRITING BASED ON AUDIENCE AND PURPOSE IN PREWRITING AND PLANNING (ELS 5.3)	a Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters, poems and descriptions	a Write in a variety of forms such as personal essays, journals, reports, stories, letters and dialogues
	b Write for audiences such as self, parents, principal, peers or public	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use writing appropriate to purpose such as to inform, persuade, entertain and share experiences	b Use language, information, style and format appropriate to purpose and selected audience
2.8 PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED *IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION* (ELS 5.4)	a Write simple sentences in a variety of forms: statements, questions and commands	a Write complete sentences	a Write complete sentences	a Write complete sentences
	b Write sentences which connect related ideas	b Write paragraphs in which all sentences are related to the topic	b Write paragraphs in which all sentences are related to the topic	b Write essays in which all paragraphs are related to the topic
	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence	c Write paragraphs containing a stated main idea and a closing sentence
	d *Write and illustrate a simple story*	d *Write and illustrate a simple story*	d Write multiparagraph essays, letters, stories and reports	d Write multiparagraph essays, letters, stories and reports
	e *Write descriptive narrative and imaginative pieces*	e *Explain how to do something involving several steps*	e Write in narrative, descriptive, expository, *imaginative* and persuasive modes	e Write in narrative, descriptive, expository, *imaginative* and persuasive modes
			f *Write a letter of application for a job*	f *Write a letter of application for a job*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.9 MAKE REASONED EVALUATIONS *ABOUT ORAL AND WRITTEN COMMUNICATIONS* (ELS 6.4)	a Identify simple fallacies	a Identify common fallacies	a Explain reasons why fallacies might be included in statements	a Evaluate the effect of fallacies on the clarity of communications
	b Identify appropriate types of information that should be included in simple forms of communications	b Explain why certain types of information and style of communication are ineffective	b Analyze statements in mass media in terms of appropriateness and effectiveness	b Assess the appropriateness of oral and written communication in view of the intended audience and purpose of the communication
	c Evaluate whether a simple written or oral presentation is consistent with known facts	c Determine a strategy for determining whether a statement is a fact	c Evaluate whether a conclusion is based on evidence or opinion	c Critically evaluate arguments or positions in terms of known facts
	d List some reasons why a person would decide to engage in a particular activity	d State personal criteria for deciding whether to engage in a particular activity	d State societal criteria for deciding whether to engage in a particular activity	d Assess the worth of a given course of action or policy
	e List general criteria for assessing the worth of a performance or work of art	e Identify personal criteria for assessing the worth of a performance or work of art	e Identify societal criteria for assessing the worth of a performance or work of art	e Use established criteria to assess the quality of a product, a work of art, or a performance
2.10 RECOGNIZE, CONSTRUCT AND DRAW INFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS *IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION* (ELS 6.1)	a Identify general characteristics of objects which make them similar or different from another	a Classify things according to specific characteristics	a Classify things or ideas according to patterns	a Develop and use a classification system for organizing data
	b Identify and generate simple analogies (A comparison of two things which have some characteristics alike; e.g., a car is like a bullet.)	b *Identify and generate examples of metaphor and personification*	b Construct and use analogies, models and metaphors	b Construct and use analogies, models and metaphors
			c *Use figurative language in a short piece of writing*	c *Use figurative language in a short piece of writing*
				d *Analyze effect of figurative language on own and others' writing*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.11 EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)	a Revise own writing to enhance clarity and meaning	a Revise own writing to enhance clarity and meaning	a Revise own writing to enhance clarity and meaning	a Revise own writing for correctness and comprehensiveness
	b Vary sentence patterns	b Vary sentence patterns	b Vary sentence patterns	b Vary sentence structures
		c Use descriptive terms to emphasize facts and feelings expressed in writing	c Choose words and phrases that effectively convey thoughts and emotions	c Use descriptive, qualifying and connecting terms to enhance meaning, clarity and precision
			d Use appropriate style and vocabulary for intended audience	d Distinguish subtleties of written expression; use tense, tone and vocabulary appropriate to audience
	e Use words which connect ideas and thoughts in sentences	e Use words which connect ideas and thoughts in sentences	e Use transitional words and phrases to connect ideas in sentences and paragraphs	e Use transitional words and phrases to connect ideas in sentences and paragraphs
		f *Revise and edit writing to make it grammatically correct*	f *Revise and edit writing to make it grammatically correct*	f *Revise and edit writing to make it grammatically correct*
		g *Use sentence combining techniques to create and express more complex concepts*	g *Use sentence combining techniques to create and express more complex concepts*	g *Use sentence combining techniques to create and express more complex concepts*
2.12 APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)	a Edit for capitalization, end punctuation and complete sentences	a Edit for correct punctuation, pronoun use, subject-verb agreement and apostrophe placement	a Edit for complete and correct sentences, pronoun use, punctuation and usage	a Edit to produce a correct, legible, effective piece of writing
	b Spell correctly	b Spell correctly	b Spell correctly	
	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	c Produce legible final copy (manual or electronic processes)	

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.13 DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)	a Separate real from *imaginary* information and ideas	a Identify fiction and non-fiction b Identify emotional appeals used in communication	a Separate between relevant and irrelevant information used to draw conclusions b Identify propaganda and other persuasion techniques c Identify biases and stereotypes	a Distinguish between logical and illogical conclusions b Identify propaganda and other persuasion techniques c Identify biases and stereotypes
2.14 LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4)	a Recognize use of mass media techniques b *Demonstrate appropriate audience skills for different media presentations*	a Recognize use of mass media techniques b *Demonstrate appropriate audience skills for different media presentations*	a Recognize elements and identify influences of mass media upon self and society b *Demonstrate appropriate audience skills for different media presentations* c Critically evaluate mass media influences d Recognize persuasion techniques found in audio and visual communications	a Evaluate roles of mass media in society b *Demonstrate appropriate audience skills for different media presentations* c Listen, read and view critically d Recognize elements and use of propaganda techniques found in audio and visual communications e Employ intellectual defenses against propaganda techniques

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.15 USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2)	a Ask questions and draw reasonable conclusions from answers	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data	a Provide logical answers based upon factual data
		b Use multiple sources to verify information	b Use multiple sources to verify information	b Use primary and secondary source materials to verify information
	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs	c Express own feelings, knowledge and beliefs
				d Argue opposite sides of issues
			e Recognize sources of persuasion and select appropriate persuasive response	e Recognize sources of persuasion and select appropriate persuasive response
		f Present a persuasive talk	f Present a persuasive talk	f Use verbal persuasion techniques in a class presentation
2.16 *DEMONSTRATE AN APPRECIATION OF WRITING AND ORAL COMMUNICATION SKILLS AS A LIFE-LONG MEANS OF SELF-EXPRESSION, LEARNING AND PERSONAL DEVELOPMENT*	a *Share personal experiences and insights orally and in writing*	a *Share personal experiences and insights orally and in writing*	a *Share personal experiences and insights orally and in writing*	a *Share personal experiences and insights orally and in writing*
		b *Analyze a piece of literature for the author's personal message*	b *Analyze a piece of literature for the author's personal message*	b *Analyze a piece of literature for the author's personal message*
		c *Identify the uses of communication skills as a means for learning and personal development*	c *Analyze a presentation that contains effective communication skills*	c *Describe how some major communication skills contribute to learning and personal development*
		d *Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint and communicating it to others*	d *Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint and communicating it to others*	d *Use writing as a tool for thinking: generating new ideas, clarifying a viewpoint and communicating it to others*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.17 *DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO*	a *Identify the factors that make language dynamic such as social, cultural, technological and geographical influences* b *Describe dialectal differences*	a *Identify the factors that make language dynamic such as social, cultural, technological and geographical influences* b *Describe dialectal differences* c *Explain how dialect, jargon and slang change the nature of language*	a *Identify the factors that make language dynamic such as social, cultural, technological and geographical influences* b *Describe dialectal differences* c *Explain how dialect, jargon and slang change the nature of language*	a *Identify the factors that make language dynamic such as social, cultural, technological and geographical influences* b *Describe dialectal differences* c *Explain how dialect, jargon and slang change the nature of language*
2.18 *RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE*	a *Identify rhyming words, sound devices and rhythm in an oral or written selection* b *Identify rhythmic forms of language* c *Choose and present an example of beautiful or rhythmic language (own or other)*	a *Identify rhyming words, sound devices and rhythm in an oral or written selection* b *Identify rhythmic forms of language* c *Choose and present an example of beautiful or rhythmic language (own or other)*	a *Identify rhyming words, sound devices and rhythm in an oral or written selection* b *Identify rhythmic forms of language* c *Choose and present an example of beautiful or rhythmic language (own or other)*	a *Identify rhyming words, sound devices and rhythm in an oral or written selection* b *Identify rhythmic forms of language* c *Choose and present an example of beautiful or rhythmic language (own or other)*
2.19 GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES IN *WRITTEN AND ORAL COMMUNICATION* (ELS 6.2)	a Identify facts that support an explanation and a prediction b Identify factors that may influence a behavior or a result	a Identify parts of an explanation and a prediction not supported by fact b Predict what influence different factors will have on a behavior or result	a Interpret differences between two explanations b Develop a hypothesis from observations c Gather *information* that confirms or negates a hypothesis	a Critically analyze explanation and interpretation to confirm or validate them b Develop a hypothesis using *information* from a variety of sources c Design a means to test hypotheses *in an oral or written communication*

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.20 FORMULATE AND SUPPORT A POSITION *ORALLY AND IN WRITING* USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)	a Identify issues related to school that need clarification	a Clarify an issue, using a data gathering device such as a personal interview	a Take a position on an issue based on written documentation	a Analyze authoritative data to determine what alternative positions are possible on a specific issue
	b Define a position on an issue using personal criteria	b Defend a position using interview data as a basis	b Support another person's position on an issue	b Formulate, support and defend a position based upon information gathered from objective and authoritative sources
			c Analyze arguments against own cultural knowledge or beliefs	c Analyze arguments against own cultural knowledge or beliefs
2.21 REFLECT UPON AND IMPROVE OWN REASONING *IN ORAL AND WRITTEN COMMUNICATIONS* (ELS 6.6)	a Describe in simple terms how a solution was reached	a Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning	a Describe the strengths and weaknesses of inductive and deductive reasoning	a Present arguments supporting the use of deductive or inductive reasoning for a particular purpose
	b Identify where bias influenced a decision	b State rationale for people having biases	b Explain personal biases	b Evaluate when bias, inconsistency or other weaknesses affect reasoning
	c Act upon suggestions for improving reasoning capabilities	c Identify authoritative sources for obtaining feedback about reasoning capabilities	c Refrain from defending positions when recognized authority provides constructive criticism	c Defend position when criticized by an authority who is biased

SKILL	GRADE 3	GRADE 5	GRADE 8	GRADE 11
2.22 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)	a Follow a study plan including: time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information	a Follow a study plan including: goal setting, time management, appropriate study environment, processing of information
	b Accomplish learning task using appropriate study techniques (read and reread text, ask clarifying questions, seek help when needed, use memory devices)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)	b Accomplish learning task using appropriate study techniques (preview and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)
	c Vary reading rate according to purpose for reading the selection	c Vary reading rate according to purpose for reading the selection	c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)	c Vary reading rate according to purpose for reading the selection (skim for content overview, scan for specific information)
	d Keep study materials organized and accessible	d Keep study materials organized and accessible	d Keep study materials, log and related notes organized and accessible	d Keep study materials, log, related notes and filing system organized and accessible
	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time	e Turn in assignments on time
	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques	f Use appropriate test-taking techniques

ENGLISH LANGUAGE ARTS:

A Guide to the English Language Arts Common Curriculum Goals

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